

# **ASSESSING TEACHER-MADE ASSESSMENTS BASED ON HIGHER ORDER THINKING PRINCIPLES**

Submitted in partial fulfillment of requirements for Master's Degree in English  
Education Program



By

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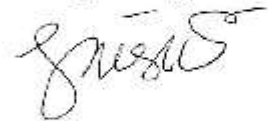
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#### DECLARATION OF AUTHENTICITY

I hereby declare that this thesis entitled **Assessing Teacher-Made Assessments Based on Higher Order Thinking Principles** is my original written work. All materials presented are my own work, or fully, and specifically acknowledged wherever adapted from other sources. I have referenced my sources appropriately with the guidelines provided by Universitas Pendidikan Indonesia. In addition, materials in this thesis have not been submitted for a degree or any other qualification at any university or other institutions.

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Assessing Teacher-Made Assessments Based on Higher Order Thinking  
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# ASSESSING TEACHER-MADE ASSESSMENTS BASED ON HIGHER ORDER THINKING PRINCIPLES

## ABSTRACT

Revised version of the Curriculum 2013 broadens the concept of assessment requiring teachers to measure students' higher order thinking skills. This instruction can be challenging for many English teachers in Indonesia due to their unfamiliarity with the new concept. Therefore, this study emphasizes on investigating principles of higher order thinking skills assessment carried out by teachers in their assessments and the extent to which the assessments meet the criteria of higher order thinking questions. A case study design was applied with two research instruments namely document analysis and interview with teachers. The data were collected in the form of assessments constructed by two teacher participants from different Junior High Schools. The findings reveal that the teachers already integrated principles of higher order thinking assessments in their assessments including the use of stimulus, novelty, contextual material, and thinking-based questions. However, the use of stimulus was not optimized yet due to the absence of problems presented in some test materials. It is supported by the interview findings showing that the teachers seemed not to be aware about crucial function of the principles which can be valuable considerations for them to construct a better higher order thinking skills assessment. Furthermore, although the numbers of higher order thinking skills questions in both teacher-made assessments (30%-40%) have achieved the standard suggested by the government, among three higher order thinking skills (*analyzing*, *evaluating*, and *creating skill*) only *analyzing skill* dominantly appeared in the form of multiple choices. Regarding this, teacher internal and external factors are significantly contributed to the way they construct the assessments. Thus, strengthening teachers' understanding about the principles of higher order thinking skills assessments and developing their ability to design the assessments are thoroughly needed.

## TABLE OF CONTENTS

	Page
<b>DECLARATION OF AUTHENTICITY .....</b>	<b>i</b>
<b>PREFACE.....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF FIGURES .....</b>	<b>ix</b>
<b>CHAPTER 1 INTRODUCTION .....</b>	<b>1</b>
1.1. Background .....	1
1.2. Research Questions.....	4
1.3. Research Aims .....	6
1.4. Significance of the Study .....	6
1.5. Scope of the Study .....	5
1.6. Thesis Organization .....	8
1.7 Key Terms .....	8
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>9</b>
2.1. Assessment in Curriculum 2013 .....	9
2.2. Teacher-Made Assessment .....	14
2.3. Higher Order Thinking .....	16
2.3.1. Higher Order Thinking Skills and Components .....	17
2.3.2. Higher Order Thinking Skills Assessment .....	24
2.4. Framework of the Study .....	39
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>41</b>
3.1. Research Design.....	41
3.2. Data Resource and Subject of the Study .....	42
3.3. Data Collection.....	44
3.4. Data Analysis .....	48
<b>CHAPTER IV FINDINGS AND DISCUSSIONS .....</b>	<b>52</b>
4.1. Principles of Higher Order Thinking Assessment .....	53

4.1.1 The Use of Stimulus in the Teacher-Made Assessments .....	53
4.1.2 Novelty in the Teacher-Made Assessments .....	61
4.1.3 Contextual Materials in the Teacher-Made Assessments.....	64
4.1.4 Cognitive Complexity in the Teacher-Made Assessments.....	69
4.2. Higher Order Thinking Questions in Teacher-Made Assessments.....	81
<b>CHAPTER V CONCLUSSIONS, LIMITATION OF THE STUDY,</b>	
<b>AND RECOMENDATIONS .....</b>	<b>95</b>
5.1 Conclusions .....	95
5.2. Limitations of the study .....	97
5.3. Recomendations .....	98
<b>REFERENCES.....</b>	<b>101</b>

## LIST OF TABLES

	Page
Table 2.1. Analytic Rubric for Identifying the Main Idea .....	15
Table 2.2. Rubric for Assessing Evaluating skill .....	16
Table 2.3. Criteria to Assess Higher Order Thinking Skills .....	29
Table 2.4. Type of Question to Assess Higher Order Thinking Skills .....	31
Table 2.5. Operational Verbs of Cognitive Levels in Curriculum 2013 .....	33
Table 3.1. Instrument for Document Analysis .....	40
Table 3.2. Questions for Interview with the Teachers .....	42
Table 3.3. Percentage of Thinking Skills in the Assessment .....	45
Table 3.4 Example of Document Analysis .....	46
Table 3.5. Overall Tabulated Data to Interpret Principles of Higher order Thinking in Teachers-made Assessments .....	47
Table 4.1. Principles of Higher Order Thinking Questions in the Teacher-Made Assessments .....	50
Table 4.2. Standard Portion of Cognitive Domain Level in the Test Items .....	61
Table 4.3. Examples of Teachers' Questions based on Cognitive Level .....	64
Table 4.4. Indicators of Higher Order Thinking Questions Found in the Teacher-Made Assessments .....	69
Table 4.5. Types of Reasoning in The Teacher-made Assessments .....	71
Table 4.6. Percentage of Higher Order Thinking Questions in Teacher-made Assessments .....	73
Table 4.7. Examples of Test Items in Teacher-made Assessment with	

Analyzing Skills .....	74
Table 4.8. Examples of Test Items in Teacher-made Assessment with	
Evaluating Skills .....	77
Table 4.9. Examples of Test Items in Teacher-made Assessment with Creating	
Skills.....	8



## LIST OF FIGURES

	Page
Figure 2.1. Framework of the Study .....	37
Figure 3.1. Examples of Test Items in Teacher-made Assessments .....	46
Figure 4.1. Stimulus in the Form of Functional Text Found in the Teacher-Made Assessments .....	51
Figure 4.2. Stimulus in the form of Transactional Text Found in the Teacher made Assessments .....	51
Figure 4.3. Stimulus in the form of functional text (Advertisement) Found in the Teacher-made Assessments .....	52
Figure 4.4. Stimulus in the Form of Monolog Text (Descriptive Text) Found in the Teacher-made Assessments .....	52
Figure 4.5. Ineffective Stimulus for Higher Order Thinking Assessment in the Teacher-Made Assessment .....	53
Figure 4.6. School Life Topic as a Contextual Material in Teacher-made Assessment .....	58
Figure 4.7. Friendship Topic as a Contextual Material in Teacher-made Assessment .....	59
Figure 4.8. Daily life topic as a Contextual Material in Teacher-made Assessment .....	59

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